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ABSTRACT

This report provides a national and state overview of teacher and postsecondary instructional staff salaries in the State of New York. The purpose of the report is to compare the salaries of teachers and faculties in New York between 1972-73 and 1985-86 with national trend data to determine: (1) if the purchasing power of teachers and faculties at state and national levels has increased or decreased; (2) whether salaries for beginning teachers and faculty in New York State compare favorably with entry level salaries of occupations requiring similar educational preparation; and (3) if changes in salaries and purchasing power for teachers and faculty in New York are similar to or different from other occupations. (JD)

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SALARIES OF PUBLIC SCHOOL TEACHERS & POSTSECONDARY INSTRUCTIONAL FACULTY

The University of the State of New York / THE STATE EDUCATION DEPARTMENT
Educational Research Services Unit / Albany, New York 12234

September 1987

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THE STATE OF LEARNING

SALARIES OF PUBLIC SCHOOL TEACHERS AND POSTSECONDARY INSTRUCTIONAL FACULTY

This report provides a national and State overview of teacher and postsecondary instructional staff salaries from 1972-73 to 1985-86. It is part of a series of studies on the cost of education in New York State conducted by the State Education Department. Salaries for instructional staff are the major expenditures of school districts and postsecondary institutions. Recent salary improvements have not yet compensated teachers and postsecondary faculty in New York State for the loss of purchasing power which occurred in the 1970's.

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Educational Research Services Unit/Albany, New York 12234
September 1987

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FOREWORD

In recent years, the New York State Education Department has published a number of reports concerning educational expenditures. These reports were instructive and useful in describing fiscal conditions which needed to be addressed, if the educational system were to be improved. One issue receiving major attention during the 1980's has been the need to improve teacher salaries and to make teaching more economically attractive to qualified and talented individuals.

This report analyzes the salary experience of teaching professionals between 1972-73 and 1985-86. A unique aspect of the report is that the salaries of both public school teachers and postsecondary instructional staff are analyzed. Most educational reports focus on educational issues at either the school district or postsecondary institutional levels. Very few research reports have attempted to simultaneously analyze an educational issue which impacts both school districts and postsecondary institutions.

The salaries paid teaching staff are important for two reasons: First, salaries are the major component in the expenditures of school districts and postsecondary institutions; second, many national reports concerning educational reform have emphasized the need to upgrade teacher salaries at the elementary and secondary levels as a means to improve education.

The report represents an initial effort to describe the salary conditions of public school teachers and instructional faculty at postsecondary institutions. Efforts to estimate the relative importance of educational experience and degree status on teacher salaries in New York State, the projection of future purchasing power of teachers and postsecondary faculty and the longitudinal analysis of postsecondary faculty salaries represent areas of research which have not been extensively investigated. The Department plans to publish additional reports concerning teacher and faculty salaries in the coming year. Any comments or suggestions from the educational community concerning modifications and improvements to this initial effort will be appreciated.

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SALARIES OF PUBLIC SCHOOL TEACHERS AND POSTSECONDARY INSTRUCTIONAL FACULTY

In recent years, the New York State Education Department has published a number of reports concerning educational expenditures. These reports include: *Diversity in New York State (1985)*; *Educational Expenditures (1985)*; and *School Transportation Costs, Policies, and Practices (1986)*. In addition, a staff report, *Teacher Compensation in New York State: 1974-75 and 1984-85* , was presented to the Board of Regents in February of 1986. The present publication is an update and expansion of the latter report. It is one of a series of research reports on educational expenditures to be prepared during this year.

Summary

The purpose of this report is to compare the salaries of teachers and faculty in New York between 1972-73 and 1985-86 with national trend data to determine: a) if the purchasing power of teachers and faculties at state and national levels has increased or decreased; b) whether salaries for beginning teachers and faculty in New York State compare favorably with entry level salaries of occupations requiring similar educational preparation; and c) if changes in salaries and purchasing power for teachers and faculty in New York are similar to or different from other occupations.

Major findings of the report include:

- The median teacher salary in New York State increased by 30.1 percent between 1981-82 and 1985-86 as compared to a 15.6 percent increase in the Consumer Price Index for the same period;
- The average salary for full-time instructional faculty at postsecondary institutions in New York State increased by 30.6 percent between 1981-82 and 1985-86 as compared to a 15.6 percent increase in the Consumer Price Index for the same period;
- Despite the major salary increases of recent years, teachers and fulltime instructional faculty in New York State have less purchasing power in 1985-86 than in 1972-73;
- The average 1985-86 teacher salary in the United States represents 2.1 percent less purchasing power than the average salary of 1972-73 as compared to a 3.3 percent loss in purchasing power for the New York State teacher;
- The salary compensation attributable to the increased educational experience and greater academic preparation of teachers have helped offset the loss of purchasing power for teachers in New York State;
- The 1985-86 purchasing power of a beginning teacher, with a bachelor's degree in New York, was 14.1 percent less than in 1972-73, while the purchasing power of postsecondary faculty with the rank of instructor in New York was 16.9 percent less than in 1972-73;
- Beginning teachers and postsecondary instructors in New York State had lower percentage increases in salary between 1972-73 and 1985-86 than beginning professionals employed by business and industry;
- Teachers and full-time instructional faculty tended to have lower percentage increases in salary between 1972-73 and 1985-86 than occupations employed by industry.

Instructional Staff Salaries: The Prime Component of Educational Expenditures

The most important component of educational expenditures consists of the salaries paid instructional staff. The *Educational Expenditures* report indicated that for the 1982-83 school year public school instructional costs (composed primarily of teacher salaries) were more than 52 percent of the statewide expenditures of school districts. Analysis of the 1984-85 Total Current Funds Expenditures and Mandatory Transfers for postsecondary institutions in New York State reveals that instructional expenditures represented approximately 33 percent of all expenditures. The functional expenditure with the second highest ranking, Institutional Support, represented 12 percent of 1984-85 current expenditures and transfers.

Since instructional salaries are the major component of the expenditures of school districts and postsecondary institutions in New York State, this report concentrates on the salaries paid to elementary and secondary teachers[1], and instructional staff at postsecondary institutions[2], between 1972-73 and 1985-86. Although most comparisons made in the report are based on the 1972-73 and 1985-86 years, when appropriate other years are used. For example, Table 1 provides salary data for selected years between 1972-73 and 1983-84.

Research on instructional salaries is critical. Salaries are important because they have a major effect on the level of educational expenditures and the emphasis given salary compensa-

[1] Throughout the report, elementary and secondary teachers will be referred to as teachers.

[2] Full-time instructional staff or full-time faculty members at postsecondary institutions will generally be referred to as faculty throughout the report.

tion in many public policy discussions on possible actions to improve all levels of educational practice. Numerous reports concerning elementary and secondary education have emphasized the low salaries of teachers and underscored the need to raise salaries in order to attract and retain qualified individuals within the teaching profession.

Other reports, however, have suggested that any crisis concerning a teacher shortage may be ending and that salaries may not in fact have to be substantially increased in order to attract talented individuals to teaching. Such reports emphasize that teacher salaries in recent years have increased at a much faster rate than inflation or salary increases in other professions.

National reports on postsecondary educational reform have not generally linked the issues of salary compensation and educational quality, nor have longterm longitudinal data on faculty salaries been published on a regular basis. Consequently, the description of postsecondary data provided in this report constitutes an area of research not previously explored on a continuing basis.

Methodology

Throughout this report, the salaries of New York State teachers, beginning teachers, faculty, and beginning faculty for selected school and academic years are expressed in both current and constant dollars. Current dollars reflect the actual salaries paid teachers and faculty in a given year, unadjusted for inflation. Any income from outside sources, for example, summer employment for teachers and consultant fees for faculty, are not included in the definition of teacher or faculty salary. Current dollars have been converted into constant dollars to reflect inflation so that the purchasing power of salaries could be compared over time. (*Appendix I* describes the methodology used to convert current dollars into constant dollars.) New York State salaries are compared over time with national salary data for teachers and faculty and with salary data for other occupations to ascertain if the purchasing power of individuals in the teaching or academic professions is similar to individuals employed by business.

Time Period. Time studies usually involve comparisons over a period of five or ten years. This study compares salaries over a 13-year time period (school and academic years 1972-73 through 1985-86). The nontraditional time period used in the study was the decision to compare 1985-86 salaries with the year in which teachers had the greatest purchasing power (1972-73). It is assumed that if teaching were to become economically attractive, when compared to other professions, it would, at a minimum, have to achieve an economic relationship to other professions which is similar to the relationship that existed in the peak year of purchasing power for teachers. Data published by the United States Department of Education, *Digest of Educational Statistics 1985-86* (1986), indicate that 1972-73 was the peak year of teacher purchasing power between 1959-60 and 1983-84. Thus, the base year for comparisons made by the study was the 1972-73 school and academic years.

Data. The data used in the study were collected from a variety of sources. National data on teacher salaries were collected from publications of the United States Department of Education and of the National Education Association. National data on faculty salaries were collected from the publications of the United States Department of Education and the American Association of University Professors. State level data were collected from publications and files of the New York State Education Department.

Data Limitations. Consistent data at the national and State levels frequently do not exist. As a result, any contrasts made between teachers and faculty or between postsecondary faculty trends in New York State and the nation must be carefully drawn. Major differences were the following: some national averages include faculty who have assignments other than teaching, while the New York data includes only faculty teaching full-time; and while national data are adjusted to reflect faculty contracts of varying lengths, such an adjustment was not made for New York's faculty members since the published 1972-73 salary data did not adjust for contracts of varying lengths. Other inconsistencies in the data include: data sometimes exist in different formats for 1972-73 and 1985-86; and in New York State, salary data on teachers are aggregated by degree status and experience, in contrast to salary data for higher education, which are aggregated by academic rank and type of institution. In addition, published New York State salary data consist of median salary for teachers and the mean salary for faculty, making exact comparisons between teachers and faculty difficult.

The National Concern Over Teacher and Faculty Salaries

Beginning in 1983, a series of national reports were issued concerning the need for educational reform at the elementary, secondary and postsecondary levels. Several reports, particularly reports regarding elementary and secondary education have focused on the need to improve the inadequate salary conditions of teachers, if improvement in educational quality is to occur.

Salaries of Elementary and Secondary Teachers. The importance of improved teacher compensation in attracting qualified teachers to the profession has been the subject of numerous national reports. The National Commission on Excellence in Education (*A Nation At Risk*, 1983) found that the professional working life of teachers on the whole was unacceptable, and that salary structures in particular required major improvement if teaching were to be professionally competitive.

In a similar vein, a Carnegie Foundation report (*The Condition of Education*, 1983) indicated that teacher salaries not only start out low, but fail to grow in a manner commensurate

with the salaries received by other professionals. Public attitudes, as reflected in major nationwide polls, also show concern with the salary position of the American teacher. A 1985 Gallup Survey of attitudes toward public schools indicates that the American public "continues to feel that public school teachers are underpaid."

In three separate nationwide surveys, conducted by the Metropolitan Life Insurance Company on the attitudes of teachers and former teachers, survey respondents clearly indicated that inadequate salaries are a major problem. For example, in the *Metropolitan Life Survey of The American Teacher 1985* several findings emphasize how teachers view the compensation issue:

- over half (51 percent) of the respondents seriously considered leaving teaching entirely;
- more than one out of four (27 percent) said that they were likely to leave teaching for some other occupation in the next five years; and
- of those who had most seriously considered leaving teaching, 62 percent cited inadequate salaries as their primary reason.

In view of these findings, it is not surprising that 94 percent of the teachers in the 1985 sample believed that the provision of a "decent salary" would help "a lot" to encourage good teachers to remain in teaching instead of leaving the profession.

A companion study, *The Metropolitan Life Study of Former Teachers in America* (1985), confirmed that low salaries are the primary reason for individuals leaving teaching. Sixty percent of the former teachers cited an inadequate salary as the main factor causing them to leave teaching. Furthermore, many of the respondents indicated that by leaving teaching they increased their income substantially. For example:

- Thirty-five percent of the former teachers had at least a $30,000 income in 1985 as compared to 12 percent of the current teachers;
- Fifteen percent of the former teachers had a 1985 income of over $40,000 as compared to one percent of the teachers; and
- The median income for former teachers was $4,000 more or approximately 19 percent higher than for current teachers.

In 1986, the Carnegie Forum on Education and the Economy called for major changes in the educational system, particularly in the duties and responsibilities of teachers. As part of the restructuring of education the Forum recommended a major revamping of teacher salaries. For example, under the Forum's proposals, the minimum starting salary for public school teachers would be $17,000 a year; some teachers would earn over $60,000 a year, while most teachers would receive a salary between $30,000 and $45,000 a year. Such salaries would represent a substantial increase for many teachers, since the national average salary of a classroom teacher in the 1985-86 school year was estimated to be $25,313 by the National Education Association.

In short, even though salary compensation is generally not the primary reason most teachers enter the profession, dissatisfaction with the salaries of teachers relative to other professions may have discouraged teachers or prospective teachers. As the Research and Policy Committee of the Committee on Economic Development in its report *Investing in Our Children* observed:

> "if highly qualified people are attracted to teaching but compensation and working environments quickly drive them away, the schools will have gained little."

Some evidence exists that teacher salaries may have increased sufficiently in recent years to encourage talented individuals to consider teaching as a career. A recent study (Feistritzer, 1986), conducted by the National Center for Education Information concluded that, while teacher salaries are not on a par with lawyers, doctors, dentists, accountants and engineers, they are in line with what can reasonably be expected for college graduates generally. The report also indicated that in recent years teacher salaries have outstripped inflation and have risen faster than salaries for public and private sector employees. In the four year period between 1981-82 and 1985-86, the average teacher's salary was found to have increased by 31 percent as compared to an 18 percent increase in average earnings for all American workers during the same period. A source of potential teachers may be individuals who do not find their present career fulfilling. For example, two programs attracting older individuals to teaching include: a mid-career program at Harvard University, which trains science and math professionals to be teachers (it was reported that many of the participants have taken a pay cut of 50 percent to pursue a career they hope will provide greater fulfillment); and an alternative-certification plan in New Jersey, which allows applicants with degrees in their intended subjects to earn teacher accreditation on the job (*Newsweek* December 15, 1986).

Compensation of Postsecondary Faculty. As with elementary and secondary education, a number of national reports have been issued in recent years calling for improvements in higher education. These reports primarily focus on changes in curriculum or degree requirements. Relatively little emphasis is given to faculty salaries.

The Carnegie Foundation for the Advancement of Teaching surveyed 5,000 faculty members from 310 institutions of higher education on a variety of topics. Almost 40 percent of the survey's respondents indicated that they may leave academia within five years. Perceptions of low salary conditions by faculty are similar to the views of teachers and former teachers previously discussed. Sixty percent of the respondents indicated that salaries were either "fair" or "poor," a statistic which

parallels the 62 percent of individuals likely to leave teaching and the 60 percent of the former teachers who reported low salary as the primary reason for leaving teaching.

The Chronicle of Higher Education reported that efforts to hire and keep professors in highly competitive fields have brought change and strain to faculty salary systems nationwide. Some institutions are developing new wage scales similar to those used for medical and law faculties for selected faculty in fields of great demand. Other institutions, which have not formally changed the wage scale, target funds to departments where salaries have fallen dramatically behind those of their peers. The *Chronicle* also reported on estimates that over the next 25 years between 400,000 and 500,000 faculty openings will exist and that higher education may face potentially severe recruitment problems as present faculty members retire or leave postsecondary education.

The American Association of University Professors (AAUP) annually reports on the economic status of the academic profession. In the AAUP's 1986 report, *Academe*, it was noted that faculty salaries rose at a faster rate than inflation during the 1985-86 academic year. The report indicated that continued improvement is essential if colleges and universities are to cope with anticipated changes in the 1990's. Such changes, according to *Academe*, include the likelihood of increasing enrollments and increasing proportions of retiring faculty members. Thus, the demand for new faculty members should begin to increase substantially by the mid 1990's, or approximately the time when 1986 college freshmen can be expected to complete doctoral degree requirements and begin college teaching. In the report's view, "improved salaries are required to help attract highly talented young people into the academic sector so that the quality of the enterprise is maintained." The 1985-86 increase in real salaries was viewed as encouraging not only for present faculty members but for their potential successors who will form the nucleus of the academic profession in the twenty-first century.

Salaries and Purchasing Power of Teachers and Faculty in the United States

Table 1 describes the estimated national average salary of public school teachers and full-time instructional staff at postsecondary institutions (public and nonpublic) in current and 1983-84 constant dollars for selected school and academic years between 1972-73 and 1983-84. The table indicates that when examined on a current dollar basis, both teacher and faculty salaries have increased substantially. By 1983-84, the average teacher had a salary 115.6 percent higher than in 1972-73, and the average faculty salary was 110.1 percent higher than in 1972-73.

An examination of purchasing power, expressed in 1983-84 constant dollars, however, shows a steady decline between 1972-73 and 1980-81, as salary increases did not keep pace with inflation. By 1980-81, the purchasing power of the average teacher and faculty member was, respectively, 14.3 and 16.8 percent lower than in 1972-73. Beginning with 1981-82, salaries began increasing at a faster rate than inflation and consequently the purchasing power of both teachers and faculty improved. Both teachers and faculty, however, possessed less purchasing power in 1983-84 than in 1972-73. The decline in purchasing power between 1972-73 and 1983-84 was 9.3 percent for the average teacher, and 11.6 percent for the average faculty member.[3]

Table 2, which uses different data than Table 1, compares 1972-73 average salaries to 1985-86 averages in current and 1983-84 constant dollars. The table shows that in 1985-86, the purchasing power (expressed in 1983-84 dollars) of the average teacher and full-time faculty member was still below their 1972-73 counterparts. The decline in purchasing power was 2.1 percent for the average teacher and 16.2 percent for the average faculty member.[4] Thus, the teacher and faculty salary increases of the 1980's have not compensated for the loss of purchasing power experienced by these groups in the 1970's.

Salaries and Purchasing Power of Teachers and Faculty in New York State

The changes in salary and purchasing power experienced nationally are mirrored in New York State as well. *Table 3* provides median salary data for NewYork State public school teachers (salary data on nonpublic school teachers are not available), and average salary data for full-time instructional faculty for the 1972-73, 1981-82, and 1985-86 school and academic years. The table shows that both teachers and full-time faculty in NewYork State had less purchasing power in 1985-86 than their 1972-73 counterparts. The decline in purchasing power for the median teacher was 3.3 percent, while the average full-time instructional faculty member had a loss in purchasing power of 12.0 percent.[5]

As previously discussed, the purchasing power of teachers and faculty steadily declined between 1972-73 and 1980-81. Beginning in 1981-82, however, salaries for both groups began to increase faster than inflation.

New York teachers and faculty experienced the same trend. The 1980-81 median teacher salary of $21,316 had 1985-86 purchasing power of $26,782. The purchasing power of the 1981-82 median salary ($27,097) represented a $315 increase in purchasing power from 1980-81. Similarly, the 1980-81 average faculty salary of $24,487 had 1985-86 purchasing

[3] 1972-73 salary data for postsecondary faculty is for individuals on nine/ten-month contracts; beginning with 1978-79, the U. S. Department of Education collected data for faculty on nine-month contracts.

[4] The percentage decline shown in Table 2 for postsecondary faculty is larger than the percentage decline shown in Table 1. This is a result of the different data used for Tables 1 and 2 and does not infer that the purchasing power of postsecondary faculty declined between 1983-84 and 1985-86.

[5] Average is based on the average salary of full-time instructional faculty and no adjustment was made for the varying lengths of contracts. Due to differences in the data for teachers and faculty, comparisons between teachers and faculty should not be made.

TABLE 1

ESTIMATED AVERAGE SALARY FOR CLASSROOM TEACHERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AND FULL-TIME INSTRUCTIONAL FACULTY (ALL RANKS) IN INSTITUTIONS OF HIGHER LEARNING: UNITED STATES, SELECTED SCHOOL OR ACADEMIC YEARS 1972-73 TO 1983-84

Selected School or Academic Years	Teachers				Instructional Faculty (All Ranks)			
	Current Dollars	1983-84 Constant Dollars	Change in Constant Dollars from 1972-73[a]	% Change in Constant Dollars from 1972-73[a]	Current Dollars	1983-84 Constant Dollars	Change in Constant Dollars from 1972-73[a]	% Change in Constant Dollars from 1972-73[a]
1972-73	$10,176	$24,194			$13,850	$32,930		
1974-75	11,690	22,972	$-1,222	- 5.1%	15,611	30,677	$-2,253	- 6.8%
1975-76	12,591	23,103	-1,091	- 4.5	16,634	30,522	-2,408	- 7.3
1978-79	15,032	22,333	-1,861	- 7.7	19,813	29,436	-3,494	-10.6
1979-80	15,970	20,940	-3,254	-13.4	21,367	28,016	-4,914	-14.9
1980-81	17,644	20,735	-3,459	-14.3	23,302	27,385	-5,545	-16.8
1981-82	19,276	20,847	-3,337	-13.8	25,449	27,523	-5,407	-16.4
1982-83	20,700	21,464	-2,730	-11.3	27,196	28,200	-4,730	-14.4
1983-84	21,935	21,935	-2,259	- 9.3	29,100[b]	29,100[b]	-3,830	-11.6
Percentage Change Between 1972-73 and 1983-84	115.6%	-9.3%			110.1%	-11.6%		

[a] Calculated by the Educational Research Unit.

[b] Estimated.

NOTE: Instructional data for 1972-73 to 1975-76 are on 9- to 10-month contracts; data for 1978-79 to 1983-84 are for faculty on 9-month contracts.

Source: United States Department of Education, *Digest of Education Statistics 1985-86*, Washington, Tables 50 and 102.

TABLE 2

ESTIMATED AVERAGE SALARY FOR CLASSROOM TEACHERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AND AVERAGE SALARY OF FULL-TIME FACULTY, UNITED STATES 1972-73 AND 1985-86 SCHOOL OR ACADEMIC YEARS

School or Academic Year	Teachers			Full-Time Faculty[a]		
	Current Dollars	1983-84 Constant Dollars[b]	% Change in Constant Dollars	Current Dollars	1983-84 Constant Dollars[b]	% Change in Constant Dollars
1972-73	$10,176	$24,194	–	$14,522[c]	$36,913	–
1985-86	25,313	23,677	-2.1%	33,090	30,951	-16.2%

[a] Includes salaries for faculty who have assignments other than teaching.
[b] Calculated. (See Appendix I for methodology.)
[c] Average calculated by Educational Research Services Unit from data in report of the *American Association of University Professors Bulletin*, Surviving the Seventies: The Economic Status of the Profession," Summer, 1973.

Sources: National Education Association, *Rankings of the States* for 1974 and 1986; *American Association of University Professors Bulletin*, Summer 1973 and *Academe*, March-April 1986.

TABLE 3

MEDIAN PUBLIC SCHOOL TEACHER SALARY AND MEAN SALARY OF FULL-TIME INSTRUCTIONAL FACULTY, NEW YORK STATE, SELECTED SCHOOL AND ACADEMIC YEARS

School or Academic Year	Teacher				Instructional Faculty (All Ranks)			
	Median Teacher Salary	1985-86 Constant Dollars[a]	Change in Constant Dollars From 1972-73	Percent Change	Mean Salary[b]	1985-86 Constant Dollars[a]	Change in Constant Dollars From 1972-73	Percent Change
1972-73	$12,400	$31,519	–	–	$16,044	$40,784	–	–
1981-82	23,437	27,097	$-4,422	-14.0%	27,472	31,762	$-9,022	-22.1%
1985-86	30,490	30,490	-1,029	- 3.3%	35,873	35,873	-4,911	-12.0

[a] Calculated. (See Appendix I for methodology.)
[b] Does not include faculty from degree granting proprietary institutions since data were unavailable for 1972-73; includes faculty that are classified as lecturers and undesignated, and no salary adjustment made for contract length.

Source: Information Center on Education, New York State Education Department.

power of $30,766. The 1985-86 purchasing power ($31,762) of the 1981-82 average faculty salary represented a $996 increase in purchasing power from 1980-81.

Salary Increases for New York State Teachers and Faculty: 1972-73 to 1981-82 and 1981-82 to 1985-86

The finding that the purchasing power represented by the median teacher and average faculty salaries in New York was lower in 1985-86 than in 1972-73 could mask very different trends regarding salary increases. For example, the National Center for Education Information (Feistritzer, 1986) has reported that teacher salaries nationwide increased considerably faster than inflation in recent years. Feistritzer indicated that teacher salaries increased by 31 percent between the 1981-82 and 1985-86 school years. Conversely, inflation increased by 15.6 during the same period. Thus, between 1981-82 and 1985-86 teacher salary increases nationwide were almost double the inflation rate. The salaries for the median teacher and average faculty member in New York State were analyzed to determine if the State's teachers and faculty experienced salary increases between 1981-82 and 1985-86 which were approximately double the increase in inflation.

Table 4 compares NewYork State teacher and faculty salaries with the Consumer Price Index for 1972-73, 1981-82 and 1985-86. The table shows that between 1981-82 and 1985-86, the salary for the median teacher and average faculty member in New York increased faster than inflation. The 1985-86 salary for the median teacher and the average faculty member were 30.1 and 30.6 percent higher, respectively, than in 1981-82 as compared to a 15.6 percent increase in inflation for the same period. These salary increases for the State's median teacher and average postsecondary instructional faculty member between 1981-82 and 1985-86 parallel very closely the national trend on salary increases for teachers reported by Feistritzer.

An exclusive focus on salary changes between 1981-82 and 1985-86, however, ignores the very substantial loss in purchasing power experienced by teachers and faculty in the decade preceding the 1981-82 time point. Table 4 also shows that the inflation rate increased by 119.9 percent between 1972-73 and 1981-82 as compared to salary increases of 89.0 percent for the median teacher and 72.1 percent for the average faculty member. The increase in salary between 1972-73 and 1981-82 for the median teacher was 30.9 percentage points below the increase in inflation, while the average salary increase for faculty members during this period was 47.8 percentage points below the change in inflation.

The substantial salary increases since 1981-82 for teachers and faculty in New York, therefore, did not offset the losses in purchasing power experienced between 1972-73 and 1981-82. As a result, both teachers and faculty have less purchasing power in 1985-86 than in 1972-73.

New York State Teachers and Faculty Compared to the Nation

The National Education Association's *Rankings of the States, 1986* shows that average teacher salaries have increased at a slower rate in NewYork than in other states. For example, the National Education Association compared the change in teacher salaries in current dollars between 1975-76 and 1985-86 and found that 32 states and the District of Columbia had a percentage increase greater than the national average (which was 100.9 percent), while NewYork's increase (88.0 percent), was more than twelve percentage points below the national average. Only three states between 1975-76 and 1985-86 had a percentage increase in current dollar salaries lower than New York's (Maine, Iowa, and Hawaii). When the percentage change was based on a constant dollar comparison in order to adjust for inflation, the National Education Association calculated that between 1975-76 and 1985-86:

- the national average salary increase was 2.87 percent;
- 27 states and the District of Columbia had a percentage increase above four percent;
- 9 states and the District of Columbia had an increase greater than ten percent;
- 4 states had an increase greater than 13 percent; and
- 9 states, including New York, experienced salary decreases in constant dollar terms.

Tables 2 and 3 highlighted the purchasing power experience of teachers and faculty, nationally and in New York State, between 1972-73 and 1985-86. As these tables indicate, New York State teachers experienced a greater loss of purchasing power than did teachers nationally. The loss of purchasing power for instructional faculty nationwide and in New York State would appear to be extremely similar, although no definitive judgment can be made concerning whether the loss of purchasing power is greater at the State or national level.[6]

Comparison of Purchasing Power for Teachers and Faculty in New York State

Patterns in the loss of purchasing power appear to differ substantially for teachers and faculty. To illustrate these different patterns, several types of statewide comparisons are presented below.

Elementary and Secondary Teachers. *Table 5* compares the statewide median (50th percentile) teacher salary for the 1972-73 and 1985-86 school years by degree status and selected years of experience. When degree status and years of experience are held constant and comparisons over time are

[6] Any comparisons between State and national postsecondary salaries must be made carefully since salary definition, eligible faculty, and the methodology for calculating the average are different. Teachers and faculty salaries within NewYork State cannot be compared directly, since teacher salary provided is a median and the postsecondary faculty salary is an average.

TABLE 4

COMPARISON OF NEW YORK STATE MEDIAN PUBLIC SCHOOL TEACHER AND AVERAGE POSTSECONDARY FACULTY SALARIES WITH THE CONSUMER PRICE INDEX 1972-73, 1981-82 AND 1985-86

	1972-73	1981-82	1985-86	Percent Change 1972-73 to 1981-82	Percent Change 1981-82 to 1985-86
Median Teacher Salary	$12,400	$23,437	$30,490	89.0%	30.1%
Average Faculty Salary[a]	16,044	27,472	35,873	71.2	30.6
Consumer Price Index[b]	128.242	281.942	325.975	119.9	15.6

[a] Does not include faculty employed by degree-granting proprietary institutions.

[b] Consumer Price Index – All Urban Consumers (CPI-U), U.S. City Average, calculated. The CPI-U for calendar year 1967 equaled 100.0 percent.

TABLE 5

MEDIAN SALARY OF NEW YORK STATE PUBLIC SCHOOL CLASSROOM TEACHERS BY DEGREE STATUS AND EXPERIENCE 1972-73 AND 1985-86

	Current Dollars		1972-73 Current Dollars Expressed as 1985-86 Constant Dollars*	
	1972-73	1985-86	1985-85 Dollars	% Change
Bachelors Degree				
1 year	$ 8,472	$18,500	$21,535	-14.1%
3 years	9,565	18,800	24,313	-22.7
5 years	10,600	19,200	26,944	-28.7
8 years	11,695	19,750	29,727	-33.6
10 years	12,518	19,941	31,819	-37.3
All years Experience	$ 9,853	$19,200	$25,045	-23.3%
BS + 30 or Masters				
1 year	$10,242	$18,500	$26,034	-28.9%
3 years	11,500	21,543	29,232	-26.3
5 years	12,485	22,343	31,735	-29.6
8 years	13,652	23,473	34,702	-32.4
10 years	14,400	24,079	36,603	-34.2
All Years Experience	$13,200	$28,576	$33,553	-14.8%
MS + 30 or Doctorate				
1 year	$13,713	$21,243	$34,857	-39.1%
3 years	14,681	24,286	37,317	-34.9
5 years	14,850	25,086	37,747	-33.5
8 years	15,850	30,285	40,289	-24.8
10 years	16,557	$32,406	$42,086	-23.0%
All Years Experience	$16,950	$38,050	$51,206	-25.7%

* Based upon the Consumer Price Index for All Urban Consumers (CPI-U), United States City Average for the 1972-73 and 1985-86 school years, the 1972-73 dollar would be worth approximately $2.54 in 1985-86 dollars. (See Appendix I for a description of the methodology.)

Source: Information Center on Education, New York State Education Department.

described in constant dollars, a clear picture of salary erosion emerges.

As the data in Table 5 reveal, the purchasing power of teacher salaries has declined since the 1972-73 school year. The loss in purchasing power exists regardless of academic degree and has been particularly severe for teachers with ten years or less experience, although first-year teachers with a bachelor's degree had the smallest loss among such teachers. When the salaries of teachers in 1972-73 are converted to 1985-86 constant dollars, teachers in 1985-86 with ten years of experience or less, in each degree level, earned from approximately one-seventh to two-fifths less in constant dollars than their 1972-73 counterparts.

Table 5 also shows that when educational experience is not held constant the loss in purchasing power between 1972-73 and 1985-86 ranged from 14.8 to 25.7 percent depending on degree status. Teachers with a master's or bachelor's degree and 30 graduate hours experienced the smallest constant dollar loss (–14.8 percent). Conversely, the greatest decline in purchasing power by degree status and all years of experience occurred for teachers with a master's degree plus 30 additional hours of graduate study or a doctorate (–25.7 percent).

Although losses in purchasing power for teachers of specified experience and degree level typically exceeded 20 percent during this period, a different picture emerges when the purchasing power represented by the median salary for all teachers in 1972-73 and 1985-86 are compared. As previously discussed, this comparison indicates a 3.3 percent loss in purchasing power, substantially lower than losses shown in Table 5. How can these differences be explained?

Table 5 is designed to ensure that comparisons are made between groups similar in degree level and years of experience. The proportion of teachers falling into each of these comparison groups has not, however, remained constant over time; 1985-86 teachers have tended to become more experienced and to achieve greater academic preparation than did teachers in 1972-73. For example, median years of educational experience was 15 years in 1985-86 as compared to 7 years in 1972-73. In short, 1985-86 teachers tended to be more than twice as experienced as teachers in 1972-73. In addition, 1985-86 teachers had more academic preparation (higher degree status) than 1972-73 teachers. In 1985-86, 86.2 percent of the public school teachers had at least 30 hours of graduate study as compared to 59.7 percent in 1972-73. Teachers in 1985-86 were about two-fifths more likely to have at least 30 graduate hours of study than teachers in 1972-73.

As a result of their increased experience and greater academic preparation, 1985-86 teachers have managed to minimize the loss in purchasing power which would have otherwise occurred. Stated somewhat differently, if 1985-86 teachers possessed the same experience and degree status as teachers in 1972-73, the loss in purchasing power of the 1985-86 teachers would have exceeded 20 percent. The greater experience and academic preparation of teachers have largely, but not entirely, offset the loss in purchasing power that would have occurred if teachers had not made these changes. Estimates were developed of the effect of increased experience and greater academic preparation (higher degree status) on 1985-86 teacher salaries. (See *Appendix II* for a description of the methodology used to estimate the effect of increased experience and higher degree status on 1985-86 salaries.)

When teachers are ranked by experience, the median teacher of 1985-86 had eight more years of experience than the 1972-73 median teacher. The effect of the additional experience alone was to increase the 1985-86 median teacher salary by an estimated $5,388. If we additionally assume that the 1985-86 teacher was 44.38 percent more likely to have at least 30 hours of graduate study than the 1972-73 teacher, the effect of higher degree status was to further increase 1985-86 salaries by an estimated $1,687.

The combined effect of both increased experience and higher degree status was to increase 1985-86 salaries by $7,075. Based on this estimate, if the 1985-86 teaching staff were essentially identical to the 1972-73 staff, in terms of experience and academic preparation, the 1985-86 median teacher salary would have been $23,415 (the actual median salary of $30,490 minus $7,075) or a loss of $8,104 and 25.7 percent in purchasing power from the 1972-73 median salary ($31,519 in 1985-86 constant dollars). Together, increased experience and greater academic preparation were able to restore approximately 87 percent of the purchasing power, which would have otherwise been lost by the 1985-86 median teacher. Individually, increased experience restored about 66.5 percent and greater academic preparation restored approximately 20.8 percent of the purchasing power which would have been lost without these changes.

Postsecondary Faculty. *Table 6* compares average statewide salaries for the four major academic ranks (professor, associate professor, assistant professor and instructor) in the public and independent sectors during the 1972-73 and 1985-86 academic years. The table is similar to Table 5 in that academic rank was held constant. Salary data for postsecondary instructional staff, however, are not collected by years of experience and degree status. Accordingly, fully comparable tables on salaries could not be developed for teachers and faculty.

Table 6 indicates that the average loss in purchasing power among ranks was substantial over this time period, ranging from 16.4 to 18.9 percent. Assistant professors had the highest percentage loss (18.9 percent), while associate professors had the lowest (16.4 percent) during the period. The table also shows that the loss in purchasing power was relatively constant for faculty in every academic rank. Careful study of the table also reveals that not only did each academic rank have less purchasing power in 1985-86 than in 1972-73 but also that the 1985-86 average salary for any given academic rank was similar to the purchasing power associated with the academic rank immediately below it in 1972-73. For example, the 1985-86

TABLE 6

MEAN SALARY FOR NEW YORK STATE FULL-TIME INSTRUCTIONAL STAFF BY FOUR ACADEMIC RANKS, 1972-73 AND 1985-86 ACADEMIC YEARS

Rank	1972-73 Mean Salary[a]	1985-86 Mean Salary[b]	1972-73 Salary in 1985-86 Constant Dollars[a,c]	% Change in Constant Dollars
Professor	$22,257	$46,854	$56,573	-17.2%
Associate Professor	16,713	35,495	42,481	-16.4
Assistant Professor	13,793	28,421	35,060	-18.9
Instructor	11,282	23,839	28,677	-16.9
All Ranks[d]	$16,044	$35,873	$40,784	-12.0%

[a] Salary data not available on degree-granting proprietary institutions.
[b] Does not include degree-granting proprietary institutions.
[c] Calculated, see Appendix I.
[d] Includes lecturers and undesignated.

NOTE: Salary data are not adjusted for contract length.

Source: Data provided by the Information Center on Education, New York State Education Department.

average salary of *associate* professors in New York State was $35,495 as compared to the $35,060 in 1985-86 purchasing power possessed by *assistant* professors in the 1972-73 academic year. In terms of purchasing power, the salary of the average associate professor in 1985-86, therefore, was equivalent to that of the average assistant professor in 1972-73.

Postsecondary salary data are not aggregated by years of experience. However, tenured faculty tend to have more experience in postsecondary education. Between 1975-76 and 1985-86, tenured faculty as a percentage of all faculty increased from approximately 55 to 62 percent.

Regional Comparison of Teacher Salaries

Table 7 compares the median salary of teachers in current and constant dollars by geographic region for the 1973-74 and 1985-86 school years and the statewide median salary for the 1973-74 and 1985-86 school years. Caution should be exercised in the interpretation of this table since degree status and years of educational experience are not taken into account. The table is intended only to highlight inter-regional variations in teacher salaries and the loss of purchasing power.

The three regions with the greatest percentage increases in current dollars were Nassau-Suffolk (146.3 percent), Mid-Hudson (145.2 percent) and Western (143.3 percent). The median teacher salary in New York City increased in current dollars by 120.8 percent between the 1973-74 and 1985-86 school years. When 1973-74 salaries are converted into 1985-86 dollars, however, the median teacher in 10 of the 13 regions had less purchasing power in 1985-86 than in 1972-73. Only teachers in the Nassau-Suffolk, Mid-Hudson, and the Western regions had more purchasing power in 1985-86 than in 1973-74. The other ten regions of the State were unsuccessful in keeping pace with inflation. The greatest losses in purchasing power were experienced in the southern tier of the State; the Southern Tier-Central (– 11.3 percent), Southern Tier-West (– 9.2 percent), and Southern Tier-East (– 8.1 percent) regions had the highest percentage losses in the State during this period.

Postsecondary Faculty by Type of Institution. *Table 8* presents 1972-73 and 1985-86 salary data by four academic ranks based on whether a faculty member's employing institution was part of the State University of NewYork (SUNY), City University of New York (CUNY) or the Independent Sector.[8]

The table highlights differences among the institutional types regarding the loss of purchasing power. Among faculty members at CUNY institutions purchasing power losses ranged from 18.0 to 26.3 percent, with professors experiencing the highest percentage loss. Independent sector losses in purchasing power show less variation than the public sector. Losses in purchasing power range from 11.5 to 14.8 percent, with professors having the smallest decrease (11.5 percent).

The greatest percentage loss in purchasing power as displayed in Table 8 was for professors in the CUNY institutions (– 26.3 percent). Conversely, professors at independent institutions (– 11.5 percent) had the smallest loss in purchasing power between 1972-73 and 1985-86.

Teachers and Faculty Compared to Other Occupations

Since other professions may also have experienced constant dollar losses in salary compensation over the same period, it is useful to contrast teacher and faculty salaries with salaries of other occupations. Such comparisons help determine if salaries for beginning teachers and faculty are competitive with occupations requiring a similar level of education. Since salary data are not collected on New York State faculty members by years of experience, the average salary of instructors was used as a proxy measure for beginning college instructors. This measure, however, overstates the salary paid a first-year instructor.

Table 9 gives the average starting salaries for 1972 and 1985 college graduates for selected comparable positions in private industry and for beginning teachers and postsecondary instructors in New York State. The table is divided into two portions according to degree held.

Analysis of the bachelor's degree reveals:

- All non-teaching positions examined had a 1985 average starting salary at least $1,200 higher than the beginning teacher in New York State;
- Business administration and liberal arts graduates had lower 1972 average starting salaries than beginning teachers but in 1985 earned on average $2,176 and $1,264 more, respectively, than a beginning teacher in New York;
- Only accounting and sales-marketing majors had a smaller percentage increase in starting salaries between 1972 and 1985 than did beginning teachers;
- Despite the relatively low increase in average salary over the period, accounting majors had an average starting salary of $1,838 higher than a beginning teacher, while sales-marketing majors earned, on average, $1,372 more than beginning teachers; and
- Chemistry and mathematics-statistics majors employed by industry had 1985 average starting salaries that were approximately $5,000 higher than for beginning teachers.

Analysis of the master's degree reveals that:

- The average instructor's salary in 1985-86 was over $800

[7] The Information Center on Education of the State Education Department aggregates salary data at the regional level. Appendix III provides a listing of the counties included in each geographic region. The 1973-74 school year was the first year in which data were aggregated by these geographic regions.

[8] Faculty members at proprietary institutions were not analyzed since 1972-73 salary data for such individuals were unavailable.

TABLE 7

MEDIAN SALARY OF PUBLIC SCHOOL TEACHERS BY GEOGRAPHIC REGION AND STATEWIDE 1973-74 AND 1985-86 SCHOOL YEARS

Geographic Areas	1973-74	1985-86	% Difference in Median Salary	1973-74 Salaries in 1985-86 Dollars*	$ Difference in 1985-86 Dollars	% Difference
New York City	$15,300	$33,777	120.8%	$35,697	$ - 1,920	- 5.4%
Nassau-Suffolk	14,928	36,766	146.3	34,829	1,937	5.6
Mid-Hudson	13,580	33,300	145.2	31,684	1,616	5.1
Upper-Hudson	11,370	26,000	128.7	26,528	- 528	- 2.0
Lake Champlain-Lake George	11,260	24,629	118.7	26,271	- 1,642	- 6.3
Black River-St. Lawrence	10,750	24,402	127.0	25,081	- 679	- 2.7
Upper Mohawk Valley	10,730	24,308	126.5	25,034	- 726	- 2.9
Central	10,500	23,602	124.8	24,498	- 896	- 3.7
Southern Tier-East	10,670	22,886	114.5	24,894	- 2,008	- 8.1
Southern Tier-Central	11,202	23,178	106.9	26,136	- 2,958	- 11.3
Southern Tier-West	11,145	23,600	111.8	26,003	- 2,403	- 9.2
Genesee-Finger Lakes	11,986	27,136	126.4	27,965	- 829	- 3.0
Western	12,010	29,215	143.3	28,021	1,198	4.3
STATE-1973-74 School Year	$13,371	$30,490	128.4%	$31,196	$ - 706	- 2.3%

* Calculated, see Appendix I.

Source: New York State Education Department, Information Center on Education.

TABLE 8

MEAN SALARIES FOR THE 1972-73 AND 1985-86 ACADEMIC YEARS OF FOUR ACADEMIC RANKS OF FULL-TIME INSTRUCTIONAL FACULTY FOR THE STATE UNIVERSITY OF NEW YORK (SUNY), THE CITY UNIVERSITY OF NEW YORK (CUNY), AND THE INDEPENDENT SECTOR

Rank by Type of Institution	1972-73 Mean Salary[a]	1985-86 Mean Salary[a]	1972-73 Mean Salary in 1985-86 Constant Dollars	Percent Difference in Constant Dollars
Professor				
SUNY	$22,273	$43,917	$56,616	-22.4%
CUNY	28,748	53,827	73,074	-26.3
Independent	20,647	46,451	52,482	-11.5
Associate Professor				
SUNY	$16,973	$34,181	$43,142	-20.8%
CUNY	21,023	43,829	53,438	-18.0
Independent	15,247	33,368	38,756	-13.9
Assistant Professor				
SUNY	$13,868	$27,756	$35,250	-21.3%
CUNY	17,061	34,906	43,367	-19.5
Independent	12,346	26,751	31,382	-14.8
Instructor				
SUNY	$11,328	$23,869	$28,795	-17.1%
CUNY	13,710	28,087	34,850	-19.4
Independent	10,049	22,308	25,543	-12.7

[a] Salary data are not adjusted for contract length.

Sources: Data provided by the Information Center on Education, New York State Education Department.

below the *lowest* private industry salary among the occupations reviewed;

- The beginning teacher with a master's degree would earn almost $6,200 less than the lowest average private industry salary shown in the table;
- Individuals with a master's degree in Business Administration and a non-technical bachelor's degree, on average, earned 25.8 percent more than the average instructor and 62.2 percent more than the beginning teacher with a master's degree;
- Only accountants and MBA's with a technical bachelor's degree had lower percentage salary increases than did college instructors.

Table 9 indicates that while beginning positions in private industry were perhaps marginally better compensated than teaching in 1972, such positions had, by 1985, generally become more desirable economically than teaching in a school district or at a postsecondary institution in New York State.

This report demonstrates that the salary increases of teachers and postsecondary instructional faculty in New York State between 1972-73 and 1985-86 have not kept pace with inflation. As a result, teachers and faculty have lost purchasing power. But, are the experiences of teachers and faculty different from other professions and occupations?

In an effort to answer this question, data from national surveys of professional, administrative, technical and clerical pay were reviewed and aggregated to develop an average salary for selected occupations. *Table 10* shows the results of the 1973 and 1986 surveys, which are contrasted with salary data on New York State teachers and postsecondary faculty. Although salaries of teachers and faculty may have increased at a faster rate since 1981, the table shows that their percentage increases for the entire period are less than for most other professions and occupations employed by industry. Teachers and faculty over the long term have lost financial ground to the occupations and professions employed by industry.

Projecting New York State Teacher and Faculty Purchasing Power: 1986-87 To 1988-89

Despite salary increases between 1981-82 and 1985-86, which were almost double the inflation rate, New York State's teachers and faculty had less purchasing power in 1985-86 than their 1972-73 counterparts. Can restoration of 1972-73 purchasing power for the median teacher and average faculty salary be anticipated within the foreseeable future, particularly in view of more recent trends?

Data displayed in Table 3 were reanalyzed from this perspective. The new analysis revealed that between 1981-82 and 1985-86:

- the median teacher salary grew in constant dollar terms by 2.99 percent annually;
- the purchasing power of the median teacher salary increased by $3,393 or an average of $848 per year during this same period;
- the purchasing power of the average faculty salary showed an annual growth rate of 3.09 percent; and,
- the purchasing power of the average faculty salary increased by $4,111 or had an average increase of $1,028 per year.

Based on these findings, two separate projections of median teacher and average faculty member salaries were developed for the 1986-87 through the 1988-89 school and academic years. The projections assume that the relationship between salary increases and inflation will be of such a nature that the percentage increases or constant dollar increases described above will continue for the foreseeable future (for example, if inflation for a particular year were 4 percent, salary increases in current dollars would be 6.99 percent for the median teacher salary, and 7.09 percent for the average faculty salary under the percentage increase assumption projection described below). The projections were made in 1985-86 constant dollars and are shown in *Table 11*. The table also compares projected purchasing power with the 1985-86 purchasing power of 1972-73 salaries.

Projection Set 1: Annualized Percentage Increases in Purchasing Power

The first set of projections assumes purchasing power will increase annually by 2.99 percent for the median teacher salary and 3.09 percent for the average faculty salary between 1986-87 and 1988-89. Based on these assumptions, the projected purchasing power of the median teacher salary in 1987-88 would be greater than the purchasing power of the median teacher salary in 1972-73. By 1988-89, the purchasing power of the median teacher salary will be slightly higher than in 1972-73. In 1988-89, the purchasing power of the median teacher salary is projected to be $33,308 in 1985-86 dollars, which is an increase of $1,789 or 5.7 percent over the purchasing power represented by 1972-73 salaries.

Conversely, projected purchasing power for the average faculty salary remains below the 1972-73 level throughout the period. In 1988-89, the average faculty salary is projected as having 1985-86 purchasing power of $39,302 which would be $1,311 or 3.2 percent below the purchasing power of the 1972-73 average salary. Based on the assumption that annual increases in purchasing power for the average faculty salary would continue to be 3.09 percent, restoration of 1972-73 purchasing power cannot be anticipated until the 1990-91 academic year. At that time, the projected 1990-91 purchasing power of the average faculty salary would be $41,768 or just 2.4 percent greater than the purchasing power of the 1972-73 average salary.

TABLE 9

AVERAGE STARTING SALARIES OF NEW COLLEGE GRADUATES IN PRIVATE INDUSTRY AS COMPARED TO NEW YORK STATE BEGINNING TEACHERS AND FACULTY 1972 AND 1985

Degree and Position	Current Dollars			1985-86 Constant Dollars		
	1972	1985	% Change	1972	1985	% Change
BACHELOR'S						
Engineering	$10,608	$27,624	160.4%	$26,964	$27,624	- 2.4%
Accounting	10,476	20,388	94.6	26,629	20,388	-23.4
Sales-Marketing	9,408	19,872	111.2	23,914	19,872	-16.9
Business Administration	8,448	20,676	144.7	21,474	20,676	- 3.7
Liberal Arts	8,424	19,764	134.6	21,413	19,764	- 7.7
Chemistry	9,972	23,400	134.7	25,348	23,400	- 7.7
Mathematics-Statistics	9,288	23,532	153.4	23,609	23,532	- 0.3
Economics-Finance	9,324	20,520	120.1	23,700	20,520	-13.4
Beginning Teachers (Median Salary– Bachelor's Degree)	$ 8,472	$18,500	118.4%	$21,535	$18,500	-14.1%
MASTER'S						
Engineering	$12,420	$32,100	158.5%	$31,570	$32,100	1.7%
Other Technical Fields	12,120	31,512	160.0	30,807	31,512	2.3
MBA-Technical Bachelors	13,668	27,732	102.9	34,742	27,732	-20.2
MBA– Non-Technical Bachelors	13,032	30,000	130.2	33,126	30,000	- 9.4
Accounting	12,768	24,696	93.4	32,455	24,696	-23.9
Beginning Teachers (Median Salary– Master's Degree)	$10,242	$18,500	80.6%	$26,034	$18,500	-28.9%
New York State College Instructors	$11,242	$23,839	112.1%	$28,677	$23,839	-16.9%

Sources: Lindquist, Victor R., *Northwestern Endicott-Lindquist Report: Trends on the Employment of College and University Graduates in Business and Industry 1986;* The Placement Center, Northwestern University, Evanston, Illinois © and New York State Education Department, Information Center on Education.

TABLE 10

PERCENTAGE CHANGE IN SALARIES BETWEEN 1973 AND 1985 FOR SELECTED POSITIONS IN INDUSTRY, NEW YORK STATE TEACHERS AND NEW YORK STATE FACULTY

Occupation	1973[a]	1985[b]	Percent Change
Industry (Average[c]):			
Accountants	$13,192	$31,159[d]	136.2%
Auditors	13,406	29,742	121.9
Chief Accountants	20,000	49,599	148.0
Attorneys	22,369	51,513	130.3
Buyers	12,951	28,891	123.1
Chemists	16,693	39,223	135.0
Engineers	17,495	41,156	135.2
Technical Support	10,411	22,684	117.9
Clerical	6,937	17,423	151.2
Director of Personnel	19,037	47,713	150.6
NYS Teachers (median)	$12,400[e]	$28,213[f]	127.5%
NYS Faculty (average)	16,044[e,g]	35,873[f,g]	123.6

[a] As of March 1973.
[b] As of March 1985.
[c] The Department of Labor provides data on average salaries and the number of Individuals of different classifications of occupations in industry, which the Educational Research Services Unit aggregated to the occupational level.
[d] Does not include public accountants.
[e] 1972-73 school or academic year.
[f] 1984-85 school or academic year.
[g] Includes lecturers and undesignated; does not include faculty of degree granting proprietary institutions.

Sources: U.S. Department of Labor, Bureau of Labor Statistics, *National Survey of Professional, Administrative, Technical and Clerical Pay, March 1985 and March 1973;* and Table 3 of this report.

TABLE 11

PROJECTED 1985-86 PURCHASING POWER OF THE MEDIAN PUBLIC SCHOOL TEACHER AND AVERAGE FACULTY SALARY IN NEW YORK STATE FROM 1986-87 TO 1988-89 COMPARED TO 1985-86 PURCHASING POWER OF THE MEDIAN TEACHER SALARY AND AVERAGE FACULTY SALARY IN 1972-73

	Projection Set 1: Based on an Annual Increase in 1985 Purchasing Power of 2.99 Percent for the Median Teacher Salary and 3.09 Percent for the Average Faculty Salary		**Projection Set 2:** Based on an Annual Increase in 1985-86 Purchasing Power of $848 for the Median Teacher Salary and $1,028 for the Average Faculty Salary	
Salary	New York State Median Teacher Salary	New York State Average Faculty Salary	New York State Median Teacher Salary	New York State Average Faculty
1972-73 Salary in 1985-86 Constant Dollars	$31,519	$40,784	$31,519	$40,784
Projected 1986-87 Salary in 1985-86 Constant Dollars	$31,402	$36,981	$31,338	$36,901
Percent Change from 1972-73	-0.4%	-9.3%	-0.6%	-9.5%
Projected 1987-88 Salary in 1985-86 Constant Dollars	$32,341	$38,124	$32,186	$37,929
Percent Change from 1972-73	2.61%	-6.52%	2.1%	-7.0%
Projected 1988-89 Salary in 1985-86 Constant Dollars	$33,308	$39,302	$33,034	$38,957
Percent Change from 1972-73	5.7%	-3.2%	4.8%	-4.5%

Projection Set 2: Dollar Increase in Purchasing Power

The second set of projections shown in Table 11 projects 1985-86 purchasing power by assuming that salary increases between 1986-87 and 1988-89 will generate a constant increase in purchasing power annually of $848 for the median teacher salary and $1,028 for the average faculty salary. The table shows that the increases in purchasing power based on constant dollar increases are similar to but slightly lower than the projections using an annualized percentage increase.

The 1985-86 purchasing power of the median teacher salary is projected to be $33,034 in the 1988-89 school year ($274 less than under the percentage increase projection). By 1988-89, the purchasing power of the median teacher salary is projected to be $1,515 or 4.8 percent higher than the median teacher salary in 1972-73.

The average faculty salary of 1988-89 is projected as having $38,957 in 1985-86 purchasing power ($345 less than the percentage increase projection). By 1988-89, the purchasing power of the average faculty salary is projected to be $1,827 or 4.5 percent less than the average faculty salary in 1972-73. Based on the assumption of a constant $1,028 increase in purchasing power for the average faculty salary, restoration of 1972-73 purchasing power would not be achieved until the 1990-91 academic year. At that time, the projected 1990-91 purchasing power of the average faculty salary would be $41,013 or just 0.6 percent greater than the purchasing power of the 1972-73 average salary.

If present trends continue until 1988-89, it can be anticipated that salary increases will result in teachers having slightly more purchasing power than was possessed by 1972-73 teachers. The purchasing power of faculty, however, will continue to be below the purchasing power possessed by 1972-73 faculty. If the strong increases in salary trends occurring during the earlier part of this decade do not continue, however, both projections will over-estimate the purchasing power gains.

Conclusions

Based on the findings, the following conclusions regarding salaries of teachers and faculty are made:

- Despite major increases in salary in recent years, New York State teachers and faculty generally had smaller salary increases between 1972-73 and 1985-86 than other professions;
- New York State teachers suffered a greater percentage loss in purchasing power since 1972-73 than did the nation's teachers;
- Salary increases associated with increased educational experience and greater academic preparation have helped minimize the loss of purchasing power by teachers;
- Salaries for beginning teachers and postsecondary faculty with the rank of instructor are lower than the salaries paid to beginning professionals in business and industry; and
- New York State's full-time teaching faculty losses in purchasing power are similar to the nationwide loss of purchasing power by faculty members.

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APPENDIX I
CONVERSION OF CURRENT DOLLARS INTO CONSTANT DOLLARS

Throughout the report, current dollars are adjusted to reflect either 1983-84 or 1985-86 constant dollars. Several techniques of converting current dollars into constant dollars exist. These methods all yield similar results but specific findings may differ due to the specific adjustments used. The method used in this study to calculate constant dollars is based on the method used by the United States Department of Education's Center for Statistics in its publication, *Digest of Education Statistics 1985-86*. The method uses the Consumer Price Index – All Urban Consumers (CPI-U) U. S. City Average and does the following:

1. Calculation of a school year average CPI-U for the appropriate school years. For example, to calculate the index for the 1972-73 school year, the indices for each month beginning with July 1972 and concluding with June 1973 are summed and divided by 12. The result is carried to three decimal places.
2. A constant dollar adjustment is calculated. The adjustment was determined by dividing the base year's CPI-U average by the CPI-U average for the year to be adjusted. The result is carried to five decimal places and multiplied by the salary for the year to be adjusted. The adjusted salary is then rounded to the nearest dollar.

The CPI-U averages for the 1972-73 and 1985-86 school years are 128.242 and 325.975. To convert a 1972-73 salary of $12,400 (the median teacher salary in New York State for 1972-73) into 1985-86 constant dollars, the following calculations occur:

1) 325.975 ÷ 128.242 = 2.54187

2) 2.54187 × $12,400 = $31,519.18 = 31,519

Thus, a 1972-73 salary of $12,400 has a 1985-86 purchasing power of $31,519.

The CPI-U average used in the report for the school years between 1972-73 and 1985-86 are:

School Year	*CPI-U Average*
1972-73	128.242
1973-74	139.717
1974-75	155.158
1975-76	166.167
1976-77	175.800
1977-78	187.617
1978-79	204.225
1979-80	232.550
1980-81	259.442
1981-82	281.942
1982-83	294.067
1983-84	304.908
1984-85	316.775
1985-86	325.975

APPENDIX II

METHOD USED TO ESTIMATE THE EFFECTS OF THE INCREASED EDUCATIONAL EXPERIENCE AND GREATER ACADEMIC PREPARATION OF 1985-86 TEACHERS

Table 5 of the report provided median salary and purchasing power data on public school teachers by degree status and selected years of experience. The table showed severe losses in purchasing power for 1985-86 teachers, when degree status and years of experience were held constant.

Although most of the losses in purchasing power shown in Table 5 exceeded 20 percent for specific comparison groups, the loss in purchasing power when median salaries for teachers as a whole in 1985-86 and 1972-73 are compared was substantially lower (-3.3 percent). Table 5 was based on holding degree status and experience constant. Teachers, however, did not remain constant; they became more experienced. The median years of experience in 1985-86 was 15 years as compared to 7 years in 1972-73[a]. These teachers were also more academically prepared; 86.2 percent of the 1985-86 teachers had at least 30 hours of graduate study as compared to 59.7 percent of the 1972-73 teachers over time.

A major economic effect of the increased experience and higher degree status of 1985-86 teachers has been to reduce the loss in purchasing power which would have otherwise occurred without these changes. This Appendix describes the methodology used to estimate the effects of increased educational experience and greater academic preparation on the 1985-86 salary.

Estimated Effect of Increased Experience

The dominant factor in minimizing the loss of purchasing power for teachers appears to be increased experience. *Table A II-1* provides median salary data by degree status for first and tenth year teachers. Salary differences between first and tenth year teachers by degree level can be dramatic. It was assumed that such differences on average would even out and a rough estimate of the relative effect of increased experience could be developed.

The estimated State average salary increment attributable to experience, independent of any improvement in degree status, was calculated to be $673.44 per year. Since the median teaching experience of 1985-86 teachers is eight years greater than for 1972-73 teachers, the estimated impact of increased experience on 1985-86 salaries was $5,388 per teacher.[b]

The 1985-86 median teacher salary was $30,490. If this median salary were reduced by $5,388 thus equating 1985-86 teachers to the lowered experience level of their 1972-73 counterparts, 1985-86 teachers would have had an adjusted salary of $25,102. This adjusted salary would represent a 20.4 percent loss when compared to the purchasing power of the 1972-73 teacher salaried at the median ($31,519). Thus, if the 1985-86 median teacher had the same educational experience as the 1972-73 teacher, an estimated loss in purchasing power of 20.4 percent rather than 3.3 percent would have occurred.

Estimated Effect of Greater Academic Preparation

The effect of greater academic preparation or higher degree status does not appear to be as important as increased experience in raising teacher salaries. However, for some individuals, particularly teachers with relatively little experience, higher degree status can have a profound impact on salary.

Table A II-2 compares 1985-86 median salary data between degree levels for first and tenth year teachers. The purpose of the comparisons was to help develop an estimate of the average effect of higher degree status[c], net of the effect of teaching experience. The table shows that the average difference in the median salaries for degree level changes were $2,069 and $5,535. Based on these differences, an estimate of $3,802[d] was developed as the average salary impact for individuals that change their degree status.

Applying the estimated salary impact of greater academic preparation to the entire work force, however, requires an additional adjustment. Not all teachers improve their degree status. Therefore, in developing an estimate of the overall impact of greater academic preparation on the median salary, the estimate of the salary increase for individuals that change their degree status must be modified by the probability of teachers changing their degree status. Based on this adjustment, the estimated impact of improved degree status on teachers in 1985-86 was $1,687[e]. If the 1985-86 median teacher salary

[a]Many teachers with 15 years of experience in 1985-86 were teachers with 3 years of experience in 1972-73.

[b]$673.44 (estimated increment for a year of experience) times 8 (median years of additional experience). The result was rounded to the nearest dollar.

[c]Ideally, first year teachers would have been analyzed but because of unique conditions regarding the geographic location and salary conditions of first year teachers in 1985-86, the median teacher salaries for the bachelor and bachelor plus 30 graduate hours levels were identical. An estimate based only on first year teachers, therefore, would result in minimizing the effect of degree status.

[d]($2,069 + $5,535)/2 = $3,802.

[e]The estimate was calculated by multiplying $3,802 by .4438, which reflected the likelihood of improved degree status (86.2 [percent of 1985-86 teachers with 30 or more graduate credits] minus 59.7 [percent of 1972-73 teachers with 30 or more graduate hours] divided by 59.7).

APPENDIX TABLE II-1

Comparison of Salaries for First and Tenth Year Classroom Teachers in New York State 1985-86 School Year

Degree Status	Years of Experience		Dollar Difference	Average Increase Per Year of Experience[a]
	1 Year	10 Years		
	(1)	(2)	(3)	(4)
Bachelor	$18,500	$19,941	$ 1,441	$160.11
Bachelor + 30 Hours or Master	18,500	24,079	5,579	619.88
Master + 30 Hours	21,243	32,406	11,163	1,240.33
State Average				$673.44[b]

[a] Dollar Difference shown in Column 3 divided by 9 (to estimate State average yearly increment for experience).

[b] Sum of the average increases shown in Column 4 divided by 3.

SOURCE: Table 5.

APPENDIX TABLE II-2

Comparison of Median Teacher Salary by Degree Status for Selected Years of Experience 1985-86 School Year

Years of Experience	Degree Status: Bachelor Degree	Degree Status: Bachelor's + 30 or Master's	Difference	Degree Status: Bachelor's + 30 or Master's	Degree Status: Master's + 30	Difference
	(1)	(2)	(3)	(4)	(5)	(6)
1	$18,500	$18,500	$ 0	$18,500	$21,243	$ 2,743
10	19,941	24,079	4,137	24,079	32,406	8,327
Subtotal[a]			$4,137			$11,070
Estimated Salary Increase for an Individual Changing Degree Status[b]			$2,069			$ 5,535
Overall Estimate of Salary Increase for Changing Degree Status[c]				$ 3,802		

[a] Sum of the differences shown in Column 3 or Column 6.

[b] Subtotal divided by 2 (to determine average change in median salary exclusive of experience).

[c] Sum of the estimated salary increase for each change divided by 2.

($30,490) were reduced by $1,687 to reflect the effect of greater academic preparation, 1985-86 teachers would have an adjusted salary of $28,803. The adjusted salary would represent an 8.6 percent loss in purchasing power from the 1972-73 median salary. Thus, if teachers had not acquired more academic preparation over time and had relied primarily on experience to offset inflation, the 1985-86 median teacher salary would have had an estimated loss in purchasing power of 8.6 percent rather than the 3.3 percent loss which actually occurred.

Combined Effect of Increased Experience and Higher Degree Status

On average, increased experience (estimated effect of $5,388) appears to be approximately three times as important as higher degree status (estimated effect of $1,687) in impacting on 1985-86 teacher salaries. The combined effect of these changes from 1972-73 teachers was to increase 1985-86 salaries by $7,075 or 23.2 percent of the 1985-86 median salary ($30,490).

Without increased educational experience and greater academic preparation, the 1985-86 median teacher salary would be estimated at $23,415[1] ($8,104 or 25.7 percent below the purchasing power of the 1972-73 median teacher salary). The increased experience and higher degree status of 1985-86 teachers can be viewed as restoring $7,075 or 87.3 percent of the purchasing power which would have otherwise been lost. Increased experience and greater academic preparation were estimated as restoring 66.5 percent and 20.8 percent, respectively, of the potential loss in purchasing power.

[1] $30,490 (1985-86 median salary) minus $7,075.

APPENDIX III
COUNTIES INCLUDED IN EACH GEOGRAPHIC REGION *
NEW YORK STATE

New York City
- New York
- Bronx
- Kings
- Queens
- Richmond

Upper Mohawk Valley
- Herkimer
- Oneida

Nassau – Suffolk
- Nassau
- Suffolk

Central
- Cayuga
- Cortland
- Madison
- Onondaga
- Oswego

Mid-Hudson
- Dutchess
- Orange
- Putnam
- Rockland
- Sullivan
- Ulster
- Westchester

Southern Tier – East
- Broome
- Chenango
- Delaware
- Otsego
- Tioga
- Tompkins

Upper Hudson
- Albany
- Columbia
- Fulton
- Greene
- Montgomery
- Rensselaer
- Saratoga
- Schenectady
- Schoharie

Southern Tier – Central
- Chemung
- Schuyler
- Steuben

Lake Champlain – Lake George
- Clinton
- Essex
- Hamilton
- Warren
- Washington

Southern Tier – West
- Allegany
- Cattaraugus
- Chautauqua

Black River – St. Lawrence
- Franklin
- Jefferson
- Lewis
- St. Lawrence

Genesee – Finger Lakes
- Genesee
- Livingston
- Monroe
- Ontario
- Orleans
- Seneca
- Wayne
- Yates

Western
- Erie
- Niagara
- Wyoming

*Geographic regions used by the Information Center on Education in its Professional Personnel reports.